

# THIRD GRADE Six Traits + 1 Rubric

| Descriptors of Successful Writing  | 6 + 1 Trait Addressed | Exceptional<br>Almost all of the writing<br>10 | Proficient<br>Most [>50%] of the writing<br>9 | Developing<br>Some [<50%] of the writing<br>8 | Emerging<br>Almost none of the writing<br>7 |
|--|-----------------------|--|---|---|---|
| <b>It's clear what this piece is about.</b><br>10 = Topic is narrow, manageable, and focused.<br>9 = Topic is fairly broad, yet author's direction is clear.<br>8 = Topic becomes clear, though still too broad, lacking focus; reader must infer message.<br>7 = Several topics emerge; any might become central theme or main idea.  | Ideas                 |  |   |   |   |
| <b>Writing fully communicates ideas and shows sustained thought.</b><br>10 = Author writes from own knowledge/experience; ideas are fresh, original, and uniquely the author's.<br>9 = Author presents new ways of thinking about topic based on personal knowledge/experience.<br>8 = Author "tells" based on others' experiences rather than by "showing" by own experience.<br>7 = Author generalizes about topic without personal knowledge/experience.      | Ideas                 |  |   |   |   |
| <b>Writing shows individual expression and/or creativity.</b><br>10 = Author interacts with and engages reader in ways that are personally revealing.<br>9 = Author communicates with reader in earnest, pleasing, authentic manner.<br>8 = Author seems aware of reader yet discards personal insights in favor of safe generalities.<br>7 = Author uses only clichés, resulting in continued lack of interaction with the reader.                              | Voice                 |  |   |   |   |
| <b>One idea flows logically into the next.</b><br>10 = Sequencing is logical and effective; moves reader through piece with ease from start to finish.<br>9 = Sequencing makes sense and moves a bit beyond obvious, helping move reader through piece.<br>8 = Sequencing has taken over so completely, it dominates ideas; is painfully obvious and formulaic.<br>7 = Little useful sequencing is present; it's hard to see how piece fits together as a whole. | Organization          |  |   |   |   |

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| <b>There is varied and descriptive vocabulary.</b><br>10 = Word choice is natural yet original and never overdone; both words and phrases are unique and effective.<br>9 = Attempts at colorful word choice show willingness to stretch and grow, yet sometimes go too far.<br>8 = Original, natural word choices start to emerge so piece sounds authentic.<br>7 = Words are either so plain as to put reader to sleep or so over the top they make no sense.  | Word Choice           |  |   |   |   |
| <b>Sentences are fluent when read aloud.</b><br>10 = Rhythm flows; writing has cadence; first reading aloud is expressive, pleasurable, and fun.<br>9 = Rhythm is inconsistent; some sentences invite oral reading, others remain stiff, awkward or choppy.<br>8 = Rhythm emerges; reader can read aloud after a few tries.<br>7 = Rhythm is random and may still be chaotic; writing does not invite oral reading.   | Sentence Fluency      |  |   |   |   |
| <b>Writing incorporates taught skills; spelling is legible.</b><br>10 = Hardly any editing is needed to publish; author may successfully manipulate conventions for stylistic effect; meaning is crystal clear.<br>9 = Several things still need editing before publishing; conventions are more correct than not; meaning is easily communicated.<br>8 = Too much editing is still needed to publish although piece begins to communicate meaning.<br>7 = There's still a lot of editing required for publication; meaning is uncertain. | Conventions           |  |   |   |   |
| <b>Details are used to tell more.</b><br>10 = Details are relevant, telling; quality details go beyond obvious and are not predictable.<br>9 = Some details begin to define main idea or topic, yet are limited in number or clarity.<br>8 = Additional details are present but lack specificity; main idea or topic emerges but remains weak.<br>7 = Few details are present; piece simply restates topic and main idea or merely answers a question.  | Ideas                 |  |   |   |   |
| <b>Subtotals</b>  |                       |  |   |   |   |
| <b>TOTAL</b> [10 = A; 9 = B; 8 = C; 7 = D]  |                       |  |   |   |   |